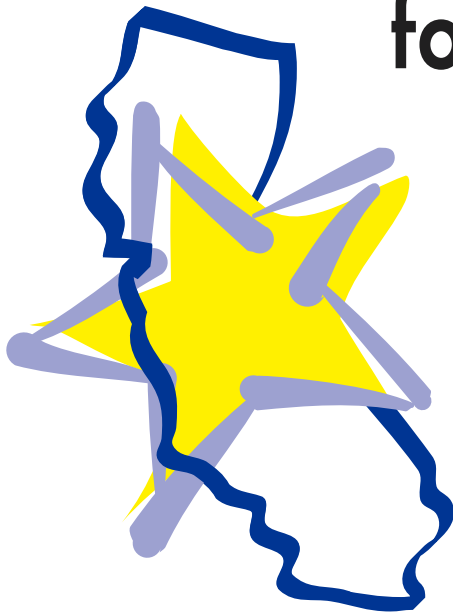


Reporting 2002 STAR Results to the Media

Assistance Packet for Districts



August 2002

**prepared by the
Standards and Assessment Division
California Department of Education**



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Guidelines for Reporting to the Media

Results of the 2002 Standardized Testing and Reporting (STAR) Program are scheduled to be posted on the Internet on August 29, 2002. This event continues to generate a great deal of media activity. The distribution of the new STAR Performance Report for parents with the emphasis on the California Standards Tests and the first reporting of scaled scores and subscores for them is generating much interest and many questions from the media. This year's performance level reporting for all content areas also is generating media interest. The following guidelines are for district and county staff responsible for working with the media representatives who are reporting local STAR results.

While the public release of statewide results will not be until August 29, districts and counties may release local data to the media at anytime.

Advance Preparation

- Prepare a local news release and any camera-ready graphs or charts that you would like the media to use. Make sure the release includes a brief statement about what is currently being done to:
 - increase student achievement and how STAR test results will be used to improve curriculum, instruction, and student learning (see sample local news release on page 41)
 - encourage parents/guardians to help their students read at home
- Organize a fact sheet about the district and its schools (or county) that includes:
 - the number of students enrolled at each grade level
 - the demographic breakdown of the student population
 - the number of English learners and students in special education and other special programs
 - results of student achievement data other than the STAR tests (e.g., district-initiated tests; PSAT, SAT, and/or AP results; number of Golden State Examination scholars; National Merit Scholar winners, statewide winners of Governor's Scholar awards)
 - a profile of the graduating class of 2002 (e.g., percent of students entering colleges and universities, military appointments, total dollars in scholarships and awards, number of 4.0 and 3.0 students)
 - other information that is helpful in providing a district profile
- Develop brief talking points about the district's STAR test results to assist in media interviews (see sample talking points on page 40).



Some Questions Local Media May Ask*

- How many English learners were tested?
- How many students in special education were tested? Were any special testing accommodations used? If so, what?
- How can you explain the test results your district (schools) received?
- How can you explain the difference (if any) between results on the California Standards Tests and the Stanford 9?
- Do you feel the STAR test results accurately reflect student achievement in your district? Why or why not?
- How does your district plan to use the STAR results?
- What are your schools doing to implement California's Academic Content Standards?
- Are your efforts to implement state academic content standards impacting student achievement in your district (at your school)? If so, how?
- Did you mail individual student reports to parents within 20 working days of receiving them in the district?
- How can parents and other community members get answers to questions about the test results?
- Were any students tested with the SABE/2?
- How do you explain the discrepancy between the number of students tested with the course-specific California Standards Tests and the number tested with Stanford 9 math and science tests in grades 9 through 11?
- What are the new features that will be coming for STAR 2003?
- Why was the decision made to change contractors for STAR?
- Will this change interrupt the continuity of the STAR Program?

Media Contact

- Determine who in the district will handle media requests about STAR.
- Establish a process and schedule for working with reporters covering the STAR test results.
- Schedule 2002 STAR briefings with editorial boards and education writers to develop an understanding of STAR before the Internet report is posted.

* See pages 11 through 14 for questions and answers for the media.



Key District Testing and Reporting Dates for STAR 2002

May 15	Last day for regular STAR testing for SABE/2
10 days after 85 percent of Instructional year for any school or track	Last day for regular and makeup testing for the California Standards Tests and the Stanford 9 administration
Within 5 days after district testing completed	Districts submit Certification of Compliance to California Department of Education (CDE)
Within 10 days after district testing completed	Districts submit school-by-school Enrollment on First Day of Stanford 9 Testing and Apportionment Information Reports to CDE
Beginning July 15, depending on district testing window	Districts receive score reports
Within 20 working days after district receives reports	Districts distribute STAR Student Performance Reports to parents/guardians
Within 5 days after district receives report of results	Districts submit receipt of complete and accurate reports to CDE
August 29	Preliminary STAR results for schools, districts, counties, and the state posted on the Internet (will include only schools and districts that completed testing and submitted tests for scoring by June 28, 2002)
September 27	Second Internet posting to include schools and districts that completed testing by August 2
November 15	Final Internet posting



Proposed Public Release Dates for Reporting STAR 2002 Tests Results

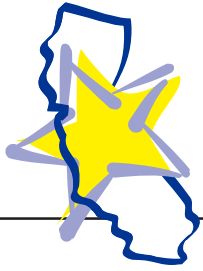
May 7	California Standards Test (CST) Fact Sheet or “Questions and Answers about the CST” <ul style="list-style-type: none">distributed to:<ul style="list-style-type: none">districts/schools/countiesRegional Assessment NetworkSTAR Coordinatorsmajor educational organizationsLegislature/Governor/State Boardposted on the Internet
June 26	Reporting 2002 STAR Results to Parents/Guardians Assistance Packet (with expanded section on CST) and STAR parent brochure (color) <ul style="list-style-type: none">distributed to:<ul style="list-style-type: none">districts/schools/countiesRegional Assessment NetworkSTAR Coordinatorsmajor educational organizationsLegislature/Governor/State Boardposted on the Internet
August 6	Media workshop on STAR 2002 results at UCLA Graduate School of Education and Information Studies (for media only). Press Briefing Packet provided at workshop. Press Briefing Packet posted on the Internet
August 21	Media Workshop in Sacramento on STAR 2002 results (for media only) Press Briefing Packet provided at workshop.
August 29	Press release on STAR 2002 test results distributed to media, districts, and county offices
November 15	Preliminary STAR 2002 results posted on the Internet Final STAR 2002 results posted on the Internet



Internet Posting of 2002 STAR Test Results

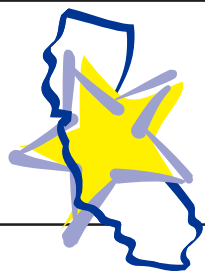
The Internet report will:

- be accessed through the California Department of Education address (<http://www.cde.ca.gov>) or (<http://star.cde.ca.gov>) for STAR Test Results
- allow search for results by county, district, school name, or zip code
- display the California Standards Tests and the Stanford 9 results by grade level and content area for the state, counties, districts, and schools for all students
- include results for California Standards Tests and Stanford 9 for all students who are English only and fluent-English proficient, for all English learners, for English learners enrolled in California public schools less than 12 months, and for English learners enrolled in California public schools 12 months or more; for males and females; for students who are economically disadvantaged; for students who are not economically disadvantaged; for students receiving special education services; and for students not receiving special education services.
- include the California Standards Test scores for
 - English-language arts and mathematics for grades 2 through 11
 - science and history-social science for grades 9 through 11
 - mean scaled scores and percent of students scoring at each performance level
 - performance levels not yet set for coordinated/integrated science tests
- include Stanford 9 scores for
 - total reading, written expression (language), spelling, and total mathematics for grades 2 through 8
 - total reading, writing (language), total mathematics, science, and history-social science for grades 9 through 11
- include SABE/2 scores for
 - total reading, mathematics, and language for grades 2 through 11
 - spelling for grades 2 through 8



Facts about the 2002 Standardized Testing and Reporting (STAR) Program

- The Standardized Testing and Reporting (STAR) Program was originally authorized through Senate Bill 376 in 1997 and was reauthorized through Senate Bill 233 in 2001.
- STAR requires that all California public school students in grades 2 through 11 take a standardized achievement test in English each spring to measure achievement in basic academic skills.
- The law requires that students in grades 2 through 8 be tested in reading, writing, spelling, and mathematics. Students in grades 9 through 11 are to be tested in reading, writing, mathematics, science, and history-social science (A complete listing of the STAR tests given in 2002 in all grade levels is outlined on page 17).
- All STAR test questions are reviewed by the Statewide Pupil Assessment Review Panel to ensure that questions do not ask students to reveal personal or family beliefs. Panel members are appointed by the Governor, the Legislature, and the State Superintendent of Public Instruction. A majority of the panel consists of parents whose children attend California public schools.
- In spring 2002, the STAR Program featured three components, designated by the State Board of Education:
 - California Standards Tests, produced for California public schools
 - Stanford Achievement Test, Ninth Edition, Form T (Stanford 9), published by Harcourt Educational Measurement
 - Spanish Assessment of Basic Education, Second Edition (SABE/2), published by CTB/McGraw-Hill
- In addition to the tests given in English, Spanish-speaking English learners who had been enrolled in California public schools for fewer than 12 months took the SABE/2, published by CTB/McGraw-Hill. Primary language testing is a district option for students enrolled more than 12 months prior to testing.



Facts about the 2002 California Standards Test

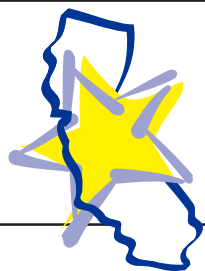
The California Standards Tests are given to public school students in grades 2 through 11 as part of the state's Standardized Testing and Reporting (STAR) Program. Enacted into law in 1997, the STAR Program has two components in addition to the California Standards Tests: the Stanford Achievement Test, Ninth Edition, Form T, (Stanford 9) and the Spanish Assessment of Basic Education, Second Edition (SABE/2).

A Test for California Schools

- The California Standards Tests, developed specifically for California public schools, are aligned to state-adopted standards that describe what students should know and be able to do in each grade and subject tested.
- The California Standards Tests in English-language arts and mathematics for grades 2 through 11 became part of the STAR Program in 1999. Standards Tests in history-social science and science for grades 9 through 11 were added in 2001. Writing tests for grades 4 and 7, requiring students to write an essay in response to an assigned task, also were added in 2001.
- Standards Tests for 2002 STAR included questions from the Stanford 9 English-language arts tests for grades 2 through 11 and mathematics tests for grades 2 through 7, that are aligned to state-adopted academic content standards, and additional test questions that address the standards. The number of items used from the Stanford 9 for the Standards Tests vary by grade level and subject area.

Test Content and Format

- Standards Tests in English-language arts in grades 2 through 11; in mathematics in grades 2 through 7; and in history-social science in grades 9, 10, and 11 are tied to specific grade levels.
- The Mathematics Standards Tests in grades 8 through 11 were tied to specific math courses. A High School Summative Mathematics Standards Test was given to students in grades 9–11 who completed algebra II or third-year integrated math at any time before testing began. A General Mathematics Standards Test was given to students in grades 8 and 9 who either were not yet taking algebra I or were in the first year of a two year algebra I course. The General Mathematics Standards Test assessed academic content standards for grades 6 and 7.
- Students in grades 9, 10, and 11 took Science Standards Tests that also are tied to specific courses rather than grade levels. Only students who completed a standards-based science course took a California Standards Test.
- Questions for all standards tests, except for the writing tests in grades 4 and 7, were in a multiple-choice format.
- Student responses to the writing tasks were scored using 4-point scoring guides that are aligned to state-adopted academic content standards for writing strategies, applications, and conventions.



Facts about the 2002 California Standards Test

Performance Level Reporting

- The California Standards Tests are criterion-referenced tests. Results are based on how well students achieve identified state-adopted academic content standards, not how student results compare with results of other students taking the same tests.
- The State Board of Education approved five performance levels for reporting results of the California Standards Tests. The performance levels designated are advanced, proficient, basic, below basic, and far below basic.
- Initial recommendations came from Performance Level Setting Panels for each content area, convened in summer 2000 and 2001. The SBE also scheduled regional hearings to receive public input before final performance levels were adopted in February 2001 for English-language arts and November 2001 for mathematics, history-social science, and science.
- The SBE adopted performance standards for the General Mathematics and 1st, 2nd, and 3rd Year Integrated Mathematics Tests during March 2002. The scaled scores for the California Standards Tests range from 100 to 450. The tests for each grade level and content area are scaled independently. This means that scores only may be compared for the same grade level and content area. For example, the percentage of students scoring at each performance level on the English-Language Arts Test in grade 2 may be compared

between and among schools, districts, and the state for a given year or may be compared from year-to-year. However, the grade 2 results should not be compared with grade 3, and English-language arts should not be compared with mathematics. For all tests and content areas, the lowest scaled score for basic is 300, and the lowest scaled score for proficient is 350.

Reporting 2002 Results

- Individual student and group results of the 2002 administration of the California Standards Tests are being reported using scaled scores and performance levels.
- The performance levels used to report 2002 results are: (see charts on pages 7, 8, and 9)
 - advanced
 - proficient
 - basic
 - below basic
 - far below basic
- The performance levels describe student achievement with respect to California Academic Content Standards.
- The scaled scores are specific to each grade and content areas. They are designed to serve the needs of California's accountability system, allowing for accurate comparisons of scores in the same content area and grade level from year-to-year.



California Writing Standards Tests: Grades 4 and 7

During spring 2002, students in grades 4 and 7 and students in other grades taking STAR tests for grades 4 and 7 were administered California Writing Standards Tests in addition to taking a 90-question English-language arts standards tests. (50 reading questions and 40 writing questions).

The writing tests are based on writing standards for grades 4 and 7 that are part of the California English-language arts Academic Content Standards.* These standards become increasingly more difficult as students move through the grades. In grade 4, students are expected to write narratives, responses to literature, and summaries of information. In grade 7, students are expected to write fictional or autobiographical narratives, persuasive essays, responses to literature, and summaries of information. Students in both grades also are expected to write research reports, but this standard cannot be measured with a short, standardized test.

Students worked independently on the writing test for one hour. During that time, they read the test directions and the written prompt, planned their writing, and wrote an essay. Students in grades 4 were required to write a narrative for an assigned topic that had a thoroughly developed sequence of significant ideas and included descriptive language.

Students in grade 7 were required to write a persuasive letter or essay in which they defended a position with relevant evidence and convincingly addressed the opposing view. Sample writing assignments and student work are in the Grade 4/7 Writing Guide posted on the CDE Web site at www.cde.ca.gov/statetests/star.

Two people read each student essay to prepare the writing test score. Each reader gave the paper a score of 1, 2, 3, or 4, with 4 being the highest. The student's reported score was the sum of the two readers' scores. If the two readers assigned scores that differed by more than one point, a third person read the paper. If a student essay could not be scored, the score was reported as invalid. An invalid score means that the paper was illegible, blank, written in a language other than English, or the writing did not address the assigned task. The maximum score for the writing portion of the test is 8 points and is reported as the writing application component of the English-Language Arts Standards Test score.

Students at each grade level learn several different types of writing. This writing test provided only a snapshot of student's writing skills.

* A complete listing of the standards are available at: <http://www.cde.ca.gov/board/> on the Internet.



California Standards Test Scoring Rubric

Grade 4 Writing Tasks

4 The writing—

- *clearly* addresses all parts of the writing task.
- demonstrates a *clear* understanding of purpose.
- maintains a *consistent* point of view, focus, and organizational structure, including paragraphing when appropriate.
- includes a *clearly presented* central idea with *relevant* facts, details, and/or explanations.
- includes a *variety* of sentence types.
- contains *few, if any, errors* in the conventions of the English language (grammar, punctuation, capitalization, spelling). These errors do **not** interfere with the reader's understanding of the writing.

Narrative writing—

- provides a *thoroughly developed* sequence of *significant* events to relate ideas, observations, and/or memories.
- includes *vivid* descriptive language and sensory details that enable the reader to visualize the events or experiences.

3 The writing—

- addresses all parts of the writing task.
- demonstrates a *general* understanding of purpose.
- maintains a *mostly consistent* point of view, focus, and organizational structure, including paragraphing when appropriate.
- presents a central idea with *mostly* relevant facts, details, and/or explanations.
- includes a *variety* of sentence types.
- contains *some errors* in the conventions of the English language (grammar, punctuation, capitalization, spelling). These errors do **not** interfere with the reader's understanding of the writing.

Narrative writing—

- provides an *adequately developed* sequence of significant events to relate ideas, observations, and/or memories.
- includes *some* descriptive language and sensory details that enable the reader to visualize the events or experiences.

2 The writing—

- addresses *only parts* of the writing task.
- demonstrates *little* understanding of purpose.
- maintains an *inconsistent* point of view, focus, and/or organizational structure.
- *suggests* a central idea with *limited* facts, details, and/or explanations.
- includes *little* variety in sentence types.
- contains *several errors* in the conventions of the English language (grammar, punctuation, capitalization, spelling). These errors **may** interfere with the reader's understanding of the writing.

Narrative writing—

- provides a *minimally developed* sequence of events to relate ideas, observations, and/or memories.
- includes *limited* descriptive language and sensory details that enable the reader to visualize the events or experiences.

1 The writing—

- addresses *only one part* of the writing task.
- demonstrates *no* understanding of purpose.
- *lacks* a clear point of view, focus, and/or organizational structure.
- *lacks* a central idea but may contain *marginally related* facts, details, and/or explanations.
- includes *no* sentence variety.
- contains *serious errors* in the conventions of the English language (grammar, punctuation, capitalization, spelling). These errors interfere with the reader's understanding of the writing.

Narrative writing—

- *lacks* a sequence of events to relate ideas, observations, and/or memories.
- *lacks* descriptive language and sensory details that enable the reader to visualize the events or experiences.



California Standards Test Scoring Rubric

Grade 7 Writing Tasks

4 The writing—

- *clearly* addresses all parts of the writing task.
- demonstrates a *clear* understanding of purpose and audience.
- maintains a *consistent* point of view, focus, and organizational structure, including the *effective* use of transitions.
- includes a *clearly presented* central idea with *relevant* facts, details, and/or explanations.
- includes a *variety* of sentence types.
- contains *few, if any, errors* in the conventions of the English language (grammar, punctuation, capitalization, spelling). These errors do **not** interfere with the reader's understanding of the writing.

Persuasive writing—

- *authoritatively* defends a position with precise and relevant evidence and *convincingly* addresses the reader's concerns, biases, and expectations.

3 The writing—

- addresses all parts of the writing task.
- demonstrates a *general* understanding of purpose and audience.
- maintains a *mostly consistent* point of view, focus, and organizational structure, including the *effective* use of some transitions.
- presents a central idea with *mostly relevant* facts, details, and/or explanations.
- includes a *variety* of sentence types.
- contains *some errors* in the conventions of the English language (grammar, punctuation, capitalization, spelling). These errors do **not** interfere with the reader's understanding of the writing.

Persuasive writing—

- *generally* defends a position with relevant evidence and addresses the reader's concerns, biases, and expectations.

2 The writing—

- addresses *only parts* of the writing task.
- demonstrates *little* understanding of purpose and audience.
- maintains an *inconsistent* point of view, focus, and/or organizational structure, which may include *ineffective or awkward* transitions that do not unify important ideas.
- *suggests* a central idea with *limited* facts, details, and/or explanations.
- includes *little* variety in sentence types.
- contains *several errors* in the conventions of the English language (grammar, punctuation, capitalization, spelling). These errors **may** interfere with the reader's understanding of the writing.

Persuasive writing—

- defends a position with *little, if any*, evidence and *may* address the reader's concerns, biases, and expectations.

1 The writing—

- addresses *only one part* of the writing task.
- demonstrates *no* understanding of purpose and audience.
- *lacks* a point of view, focus, organizational structure, and transitions that unify important ideas.
- *lacks* a central idea but may contain *marginally related* facts, details, and/or explanations.
- includes *no* sentence variety.
- contains *serious errors* in the conventions of the English language (grammar, punctuation, capitalization, spelling). These errors interfere with the reader's understanding of the writing.

Persuasive writing—

- *fails* to defend a position with *any* evidence and *fails* to address the reader's concerns, biases, and expectations.

2002 Stanford 9, Form T, and California Standards Tests

Number of Test Items and Testing Time at Each Grade Level

Test Levels	Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8		Grade 9		Grade 10		Grade 11	
	Items	* Time	Items	* Time	Items	* Time	Items	* Time	Items	* Time	Items	* Time	Items	* Time	Items	* Time	Items	* Time	Items	* Time
Stanford 9, Form T																				
Word Study Skills	48	25																		
Reading Vocabulary	30	20	30	20	30	20	30	20	30	20	30	20	30	20	30	20	30	20	30	20
Reading Comprehension	40	40	54	50	54	50	54	50	54	50	54	50	54	50	54	40	54	40	54	40
Mathematics															48	45	48	45	48	45
Mathematics: Problem Solving	46	50	46	50	48	50	48	50	48	50	50	50	52	50						
Mathematics: Procedures	28	30	30	30	30	30	30	30	30	30	30	30	30	30						
Language	44	40	48	45	48	45	48	45	48	45	48	45	48	45	48	40	48	40	48	40
Spelling (required grades 2–8 only)	30	25	30	25	30	25	30	25	30	25	30	25	30	25						
Science (required grades 9–11 only)															40	20	40	20	40	20
Social Science (required grades 9–11 only)															40	20	40	20	40	20
STAR California Standards Tests**																				
Language Arts Part 1***	17	40	11	40																
Language Arts Part 2***	18	30	24	30																
Language Arts					35	65	35	65	35	65	35	65	35	75	35	75	35	75	35	75
Writing Test					1	60					1	60								
History-Social Science (two sessions)****															30	40	30	40	30	40
Science (two sessions)****															30	45	30	45	30	45
Mathematics Part 1	24	55	25	55	25	55	25	55	25	55	25	55	33	75	33	75	33	75	33	75
Mathematics Part 2	26	55	25	55	25	55	25	55	25	55	25	55	32	75	32	75	32	75	32	75
Total Items and Testing Time*	351	410	323	400	326	455	325	395	325	395	328	455	344	445	480	580	480	580	480	580

February 2002

* Testing time in minutes—add 10 minutes to each subtest to distribute materials, give directions, and collect materials.

** All times are approximate for scheduling. Except for the Writing Tests for grades 4 and 7, the Standards Tests are untimed.

*** Language Arts Parts 1 and 2 for grades 2 and 3 must be administered in a single session with a 10-minute break between the two parts.

**** Times listed for science and history-social science are for each session. Science Tests are course specific.

2002 Standardized Testing and Reporting (STAR) Program

SABE/2, by Grade Level Number of Test Items and Testing Time

Test Levels	Grade 2		Grade 3		Grades 4–11	
	Items	Time *	Items	Time *	Items	Time *
Fonética (Word Analysis)	38	35	24	22		
Vocabulario (Vocabulary)	25	19	30	30	45	29
Comprensión de lectura (Reading Comprehension)	25	28	30	36	45	45
Cálculos matemáticos (Mathematics Computation)	20	18	36	34	40	33
Aplicaciones y conceptos matemáticos (Mathematics Concepts and Applications)	31	34	40	33	45	37
Ortografía (Spelling)	20	19	22	21	20	19
Mayúsculas y puntuación (Mechanics)	22	31	26	35	27	27
Expresión (Expression)	30	35	38	44	Grade 4	
					28	28
					Grades 5–6	
					41	40
					Grades 7–11	
Destrezas de estudio (Study Skills) **					Grade 4	
					28	31
					Grades 5–11	
					27	30
Total Items and Testing Time *	211	219	246	255	Grade 4	
					278	249
					Grades 5–6	
					290	260
					Grades 7–11	
					289	259

* In minutes

** Optional

February 2002



Reporting 2002 STAR Results

The new STAR Performance Reports for Parents include scaled scores, performance levels, and component scores for all California Standards Tests except for the four high school coordinated/integrated science tests. The component scores are reported as the number of questions asked and the number answered correctly for the specific components of the standards addressed. The component scores will not be found on the state-wide Internet posting of STAR results.

California Standards Tests Scaled Score Ranges for Performance Standards

English-Language Arts

Grade	Far Below Basic	Below Basic	Basic	Proficient	Advanced
2	≤261	262-299	300-349	350-401	≥402
3	≤258	259-299	300-349	350-401	≥402
4	≤268	269-299	300-349	350-392	≥393
5	≤270	271-299	300-349	350-394	≥395
6	≤267	268-299	300-349	350-393	≥394
7	≤262	263-299	300-349	350-396	≥401
8	≤265	266-299	300-349	350-394	≥395
9	≤264	265-299	300-349	350-396	≥397
10	≤262	263-299	300-349	350-391	≥392
11	≤258	259-299	300-349	350-395	≥396



California Standards Tests Scaled Score Ranges for Performance Standards

Mathematics

Grade	Far Below Basic	Below Basic	Basic	Proficient	Advanced
2	≤235	236-299	300-349	350-413	≥414
3	≤235	236-299	300-349	350-413	≥414
4	≤244	245-299	300-349	350-400	≥401
5	≤247	248-299	300-349	350-429	≥430
6	≤252	253-299	300-349	350-414	≥415
7	≤256	257-299	300-349	350-413	≥414
General Mathematics*	≤256	257-299	300-349	350-413	≥414
Algebra I	≤252	253-299	300-349	350-427	≥428
Geometry	≤246	247-299	300-349	350-417	≥418
Algebra II	≤256	257-299	300-349	350-415	≥416
High School Mathematics	≤234	235-299	300-349	350-419	≥420
1st Year Integrated	≤248	249-299	300-349	350-424	≥425
2nd Year Integrated	≤257	258-299	300-349	350-417	≥418
3rd Year Integrated	≤251	252-299	300-349	350-427	≥428

* The General Mathematics Standards Test assesses grade-8 and -9 students' knowledge of California's Grade-6 and -7 Mathematics Academic Content Standards. Students who are not yet in algebra I or who are taking the first year of a two-year algebra I course take this test.



California Standards Tests Scaled Score Ranges for Performance Standards

History-Social Science

Grade	Far Below Basic	Below Basic	Basic	Proficient	Advanced
9 Grade 4-8 Standards	≤270	271-299	300-349	350-395	≥396
10 World History	≤274	275-299	300-349	350-399	≥400
11 United States History	≤269	270-299	300-349	350-400	≥401

Science

Grade	Far Below Basic	Below Basic	Basic	Proficient	Advanced
Earth Science	≤276	277-299	300-349	350-392	≥393
Biology	≤275	276-299	300-349	350-393	≥394
Chemistry	≤275	276-299	300-349	350-393	≥394
Physics	≤275	276-299	300-349	350-392	≥393
coordinated/ Integrated Science Tests	The State Board of Education has not adopted performance standards for the four coordinated/integrated science tests.				



Reporting 2002 STAR Test Results

Reporting 2001 STAR Results to the Media

Questions and Answers for the Media

What STAR tests were given in 2002?

For the fifth year, students in grades 2 through 11 were tested with the Stanford Achievement Test, Ninth Edition, Form T (Stanford 9), published by Harcourt Education Measurement. For the fourth year, students also were given the California Standards Tests in English-language arts and mathematics. Standards Tests in history-social science and science in grades 9 through 11, and a writing test in grades 4 and 7 were given for the second time. The Spanish Assessment of Basic Education, Second Edition (SABE/2), published by CTB/McGraw-Hill, was given to Spanish speaking English learners (See page 14 for a complete listing of the STAR tests given in each grade).

What was included in the California Standards Tests?

The California Standards Tests for English-language arts and mathematics in grades 2 through 7 included questions from the Stanford 9 that are aligned to state-adopted academic content standards and additional test questions that address the standards (See pages 5 through 9 for Facts about the 2002 California Standards Tests). The California Standards Tests for history-social science, science, and mathematics in grades 8 through 11 included no Stanford 9 items.

What students were required to take the California Standards Tests and the Stanford 9?

All students enrolled in grades 2–11 in California public schools on the day testing begins were required to take these tests. This included English learners, regardless of the length of time they have been in California schools or their fluency in English, and students with disabilities who receive special education services. Parents could submit written requests to have their children exempted from any part or all of the tests. Only students with written parent requests were exempted from the tests.

What students were required to take SABE/2?

In addition to taking the designated STAR tests in English, Spanish-speaking English learners who have been enrolled in California public schools less than 12 months were required to take the SABE/2. This part of the STAR Program was optional if the students had been enrolled in California public schools 12 months or more.

When will 2002 STAR test results be released to the public?

The public release of 2002 STAR test results for schools, districts, counties, and the state for all students is scheduled to be posted on the California Department of Education Web site at <http://www.cde.ca.gov> on August 29, 2002. Subgroup results are scheduled for posting at that time. Individual student, school, and district reports are sent to districts as results are completed. Districts must distribute individual student reports to parents within 20 working days of district receipt of the reports.

Will individual student results be posted on the Internet?

No. STAR results for individual students are confidential and can be reviewed only by the teacher, the parent or guardian, and the student. Also to protect privacy, no results for any group with fewer than 10 students will be posted on the Internet.

How can media representatives get the STAR results?

The only direct source for the 2002 STAR results is the Internet report. Files can be downloaded; instructions for downloading are included in this packet. Data disk files will not be available.

What reports will be on the Internet?

The Internet reports will include 2002 results by grade level for schools, districts, counties, and the state. Results will be reported for the California Standards Tests, the Stanford 9, and the SABE/2. The Standards Tests, Stanford 9, and SABE/2 results will be reported for 11 groups for:

- All students (not applicable for SABE/2)
- English learners
- English learners enrolled for fewer than 12 months
- English learners enrolled for 12 months or more
- English only and Fluent English proficient students (not applicable for SABE/2)
- Female students
- Male students
- Economically disadvantaged students
- Non-economically disadvantaged students
- Students receiving special education services
- Students not receiving special education services





Reporting 2002 STAR Test Results

Reporting 2001 STAR Results to the Media

Questions and Answers for the Media

How will the results for the Grade 4 and 7 California Writing Standards Tests be reported?

The scores for the writing section of the Grade 4 and 7 California English-Language Arts Standards Tests were added to the multiple-choice scores for each student to calculate the California English-Language Arts Standards Test scaled scores and to assign each score to a performance level. There is no separate reporting for the writing section of the test.

Are there any changes in the scores and reports that schools and parents/guardians are receiving?

The STAR Parent Report was completely revised for 2002 and now is called the STAR Performance Report. This new two-page report includes the student's scaled score and performance level for each of the California Standards Tests, the number correct out of the number possible component score for the California Standards Tests, the Stanford 9 number correct and national percentile scores, and the California Reading List Number. The back of the report discusses California's Academic Content Standards and provides information about what students are expected to know and be able to do at selected grade levels.

How are the California Standards Test results reported?

The scores for the California Standards Tests are average scaled scores and the percent of students who scored at each performance level (i.e., advanced, proficient, basic, below basic, and far below basic). The results for coordinated/integrated science are reported as the average number correct out of the number possible, because the SBE has not yet adopted performance standards for those tests.

What is a percentile rank?

The percentile rank is the percentage of students in the norming sample that had scores less than or equal to a student's score. A student with a reading score at the 60th percentile scored equal to or better than 60 percent of the students in the norming sample. The Stanford 9 is a nationally normed test, which means that the norm group was representative of students across the nation tested in the same grade at approximately the same time of the school year in 1995. Thus, scores reported for the Stanford 9 are national percentile ranks (NPR). The SABE/2 produces a reference percentile by comparing a student's score to a reference group of Spanish-speaking students in bilingual classes.

What is the national percentile rank (NPR) of the "average" student?

The mean percentile rank for a particular group of students (e.g., all second graders at a particular school) cannot be calculated directly because percentile ranks cannot be averaged across students. To estimate a percentile rank for a group of students, a score that can be averaged (e.g., the scaled score or the normal curve equivalent [NCE] score) must be used. Every scaled score or NCE score has an associated percentile rank. For example an NCE score of 40 translates to a percentile rank of 32. For the Stanford 9, the average NCE score for a group of students is calculated. Next, this average score is translated into its associated percentile rank. This "group" percentile rank roughly translates as the national percentile rank (NPR) of the "average" student.

What do the "percent scoring above the 75th NPR, at or above the 50th NPR, and above the 25th NPR" represent?

On the Internet report, there are three cut points used to create school, district, county, and state Stanford 9 scores, the 25th, 50th, and 75th national percentiles. The percent of students scoring above cut points is calculated by counting the number of students scoring at or above a particular cut point (i.e., 50th percentile) or above a particular cut point (i.e., 25th percentile and the 75th percentile), dividing by the total number of scores, and converting to a percentage. For example, a student scoring at the 67th percentile would count as scoring at or above the 50th percentile. A student scoring at the 40th percentile would not. The percent scoring at or above the 50th percentile is the percent of students in a school, district, county, or state whose scores would place them in the top half of the national distribution. This is also the percentage of students generally identified as scoring at or above grade level.

What is the mean scaled score?

The "scaled score" on the Stanford 9 refers to a particular type of scale called an equal interval scale. An interval scale is developed for achievement tests to provide a more precise measurement of student achievement. A one-point change on one part of the scale is equivalent to a one-point change on another part of the scale and can be averaged. Raw scores, which are the same as the number of items answered correctly, do not provide this precision because not all items are equal. Items differ in a number of ways, one of which is difficulty. To provide a more precise measure of what students know, the Stanford 9 has developed an interval scale that takes into account item difficulty. The Stanford 9 provides scaled scores for individual students and mean or average scaled scores for groups of students.



Reporting 2002 STAR Test Results

Reporting 2001 STAR Results to the Media

Questions and Answers for the Media

Can media representatives see the tests that were administered?

No. The test questions can be seen only by students when they take the test and by legislators and school board members under special circumstances. These security precautions ensure that the tests are fair for all students and that test questions can be used for more than one year.

What if parents did not want their students tested?

Education Code section 60615 provides that, "Not withstanding any other provision of law, a parent's or guardian's written request to school officials to excuse his or her child from any or all parts of the assessment administered pursuant to this chapter shall be granted."

Is the California Reading List Number on the 2002 STAR Performance Reports?

Yes. For the third year, the California Reading List Number directs students, parents/guardians, and teachers to a list of state-recommended books that are at a student's reading level, as indicated by the Stanford 9 reading comprehension score. The Reading List Numbers range from 1–13+. The approved reading list is posted at <http://star.cde.ca.gov> on the Internet.

How similar are the norming groups to California's students for Stanford 9 and SABE/2?

The Stanford 9 is a nationally normed test, which means that the norming sample was representative of the nation, but not necessarily of the state. The composition of the Stanford 9 norming sample is shown in the table on the right. The reference norming group for the SABE/2 was composed of Spanish speaking students in bilingual programs from 142 schools in 12 states with large Spanish speaking populations, including California.

What was done to help students in special education?

Most students in special education were administered the tests under standard conditions with all other students. Certain accommodations and adaptations, such as additional time, Braille, large print tests, revised test directions, out-of-level tests, or use of classroom aides and/or aides, were provided for special education students who needed assistance. The accommodations used had to be based on explicit statements in each student's Individualized Education Program (IEP) or 504 plan.

How final are the Internet results?

The statewide results posted on the Internet on August 29 are preliminary and do not include results for approximately 30,000 students. Districts have not yet verified all school and district results, so they also are preliminary. Reporting errors typically are not found until districts start reviewing the data. Most districts will not have had time for a complete review process. Revisions in these results are expected to be made throughout the summer and fall with the final 2002 results posted during mid to late November.

Can Stanford 9 scores for schools or districts from 2001 testing be compared to 2002 results?

Yes. Results for both years are available on the Internet. To compare scores from the two years, subtract last year's score from this year's score; however, it is important to choose the correct score to use for this purpose. The score that can best be used is the percent of students scoring at or above the 50th NPR. For example, if last year's score for a school in fourth grade reading was 40% of students scoring at or above the 50th NPR and this year's score was 43% scoring at or above the 50th NPR, then an improvement of three percentage points occurred. In other words, if the school tested 100 fourth graders, then 3 more students scored at or above the 50th NPR in reading this year as compared to 2001. It is inappropriate to use the NPR for the "average" student to make this comparison.



Reporting 2002 STAR Test Results

Reporting 2001 STAR Results to the Media

Questions and Answers for the Media

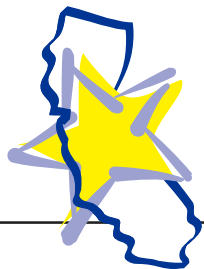
Demographic Characteristics

	Norming Sample Stanford 9	California Students
Geographic Region		
Northeast	22.4	
Midwest	21.0	
South	25.0	
West	31.6	
SES Status		
Low	28.8	
Middle	33.9	
High	37.3	
Urbanicity		
Urban	24.3	38.1
Suburban	46.8	42.7
Rural	28.9	16.9
Ethnicity (85.6% Reporting)		
African American	16.9	8.8
Hispanic	9.6	40.5
White	63.2	38.8
Other	10.1	
American Indian or Alaskan Native		.9
Asian		8.1
Pacific Islander		.6
Filipino		2.4
Handicapping Condition		
Emotionally Disturbed	0.3	0.4
Learning Disabled	2.3	6.9
Mentally Handicapped	0.1	0.4
Hearing Impaired	0.2	0.2
Visually Impaired	0.1	0.1
Orthopedically Impaired	0.1	0.2
Limited English Proficiency	1.8	24.6
Other	0.6	2.5
Nonpublic Schools		
Catholic	4.4	5.1
Private	8.7	4.2



STAR Tests Students Took in 2002

Grades	Students To Be Tested	Required Tests
2-7	All	<ul style="list-style-type: none"> ■ Stanford 9 Reading Vocabulary, Reading Comprehension, Math Problem Solving, Math Procedures, Language, and Spelling (Word Study Skills for Grade 2) ■ California English-Language Arts Standards Tests ■ California Mathematics Standards Tests
4 & 7	All (plus students in other grades taking the grade 4 or 7 California English-Language Arts Standards Tests)	<ul style="list-style-type: none"> ■ California Standards Writing Test
8	All	<ul style="list-style-type: none"> ■ Stanford 9 Reading Vocabulary, Reading Comprehension, Math Problem Solving, Math Procedures, Language, and Spelling ■ California English-Language Arts Standards Tests ■ California General Mathematics, Algebra I, Geometry, Algebra II or 1st, 2nd or 3rd Year Integrated Mathematics Standards Test
9	All	<ul style="list-style-type: none"> ■ Stanford 9 Reading Vocabulary, Reading Comprehension, Math, Language, Science, and Social Studies ■ California English-Language Arts Standards Tests ■ California General Mathematics, Algebra I, Geometry, Algebra II, 1st, 2nd or 3rd Year Integrated or High School Mathematics Standards Test ■ California Grade-9 History-Social Science Standards Test
10 & 11	All	<ul style="list-style-type: none"> ■ Stanford 9 Reading Vocabulary, Reading Comprehension, Math, Language, Science and Social Studies ■ California English-Language Arts Standards Tests ■ California History-Social Science Standards Test
10 & 11	Selected Students Based on Highest Level Mathematics Course Completed between 2001 Summer School and End of 2001-02 School Year*	<ul style="list-style-type: none"> ■ Algebra I, Geometry, Algebra II, 1st, 2nd or 3rd Year Integrated or High School Mathematics Standards Test
9-11	Selected Students Based on Highest Level Science Course Completed between 2001 Summer School and End of 2001-02 School Year	<ul style="list-style-type: none"> ■ Earth Science, Biology, Chemistry, Physics or one of four integrated/coordinated science tests, Earth/Biology/Chemistry, Earth/Biology/Physics, Earth/Chemistry/Physics, or Biology/Chemistry/Physics
<p>* Students in grades 9-11 took the California Mathematics Standards Test for the highest course they completed between the 2001 summer school and the end of the 2001-02 school year. Students in grades 9-11 who completed Algebra II or 3rd Year Integrated Math or an equivalent or higher math course any time prior to the 2002 STAR test administration, including during a previous grade, took the California High School Mathematics Standards Test.</p>		



Facts about the 2003 STAR Program

Questions and Answers for the Media

What is new for the 2003 STAR Program?

The STAR Program will continue to include three components:

- The California Standards Tests, based on state academic content standards for all subject areas tested
- A norm-referenced test (NRT) to provide national comparisons of results
- An achievement test in Spanish

Educational Testing Service (ETS) will be the contractor for the tests given in English.

- The *California Achievement Tests, Sixth Edition Survey* (CAT/6 Survey), is published by CTB/McGraw-Hill. The following CAT/6 survey tests will be administered beginning in spring 2003—reading/language and mathematics (grades 2–11) spelling (grades 2–8), and science (grades 9–11). The CAT/6 replaces the Stanford 9.
- Stand-alone California English-language arts standards tests in grades 2–11. Stand-alone mathematics standards tests in grade 2–7. The term “standalone” is used to indicate that these tests will include only items written specifically for California. No norm-referenced CAT/6 items will be used to produce the standards-based scores.

Will changing contractors interrupt the continuity of the STAR Program?

No. There will be little or no disruption to the program’s continuity. The STAR Program is a state testing program that is closely monitored by the CDE. The new contractor will be working under a defined scope of work developed by the CDE and approved by the SBE.

How will the changes in testing contractors help achieve the State Superintendent’s goal to improve the California Standards Tests?

The new contractor, ETS, is internationally recognized as a leader in developing quality high-stakes testing programs. The increasing quality of the California Standards Tests is a

top priority. These tests have been designated as the core of California’s Assessment System, and other California tests are being linked to them.

Can districts expect the same level of service from ETS that has been provided for the past five years?

Yes. The provision of services to districts is included in the contractor’s scope of work; therefore, it is expected that the new contractor will provide districts with comparable service.

Will the test items on the NRT and the CSTs change?

Yes. The norm-referenced test items and format will change, since the NRT for 2003 will be different tests. The NRT will continue with multiple-choice questions. Half of the items for the California Standards Tests already are replaced each year.

Will a new contractor change the testing procedures for schools and districts?

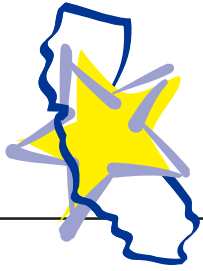
There may be some minor changes, but the testing procedures are established by the state through the contractor’s scope of work. It is not the intent of the CDE to make significant changes in the testing procedures.

Will year-to-year comparisons be possible between the Stanford 9 and the CAT/6?

Yes. Results of the CAT/6 will be equated with Stanford 9 results to make year-to-year comparisons possible. The scoring of the NRT and the CSTs still will be managed by National Computer System (NCS), the company that has overseen this part of the program for the past five years.

Will the Academic Performance Index (API) for California public schools be affected by the new NRT?

Not significantly. API calculations have been evolving over time as the STAR Program has evolved. The majority of the 2002 base API weight will be based on the California Standards Tests (CSTs), not the NRT. This growing emphasis on the CSTs will continue.



Facts about the 2003 STAR Program

Questions and Answers for the Media

Districts/schools have been modifying instruction to align with STAR Program expectations. Will this work be negatively affected with the change in testing contractors?

No. The STAR Program is focused on assessing students' achievement level on the California Academic Content Standards. Textbooks approved for kindergarten through grade 8, California curriculum frameworks, and the California Standards Tests are all tied to these standards. If schools and districts have aligned grade and course content with the academic content standards, they should see improvement in student scores on the California Standards Tests.

Will testing procedures and accommodations change for English learners and/or students with IEPs or 504 plans?

Yes, but these changes are not the result of a new contractor. The CDE will be recommending changes in the Title 5 Regulations and SBE policies related to accommodations to ensure compliance with new federal requirements in "No Child Left Behind."

Will the performance levels for CST results change with the new contractor?

No. The current performance levels for the CSTs will not be changed unless the SBE directs that a change should occur.



Instructions for Downloading the 2002 Internet Reports

Downloading the California Standards Tests and Stanford 9 Research Data File

Research files for the California Standards Tests (STAR augmentation) and the Stanford 9 are available in a variety of formats, depending on the type of system that you use (Windows or Macintosh) and record format (fixed length ASCII, tab delimited, or MS Access).

- 1 Check your application software manuals to verify which record format best suits your needs.
- 2 From the STAR Test Results page (<http://star.cde.ca.gov>), select the STAR Test Data results for the desired year.
- 3 On the left side-bar, select “Research Files for the” Stanford 9 and Augmented STAR and follow the directions below. For SABE/2 refer to page 36.
- 4 Click the icon for the file that corresponds to your system and preferred record format. Follow the system directions that will appear on your screen. The file will automatically download as a compressed file. These compressed research files range in size from 20.5MB to 60MB and may require both significant download time and hard drive storage on your computer. You may need to consult documentation for your web browser and system to select a download location on your hard drive.

To reduce download time, an additional download feature has been added. Ten segmented tab delimited files, each containing the test data for a limited number of counties are available. To use these files, check the help documentation associated with the files.

- 5 Uncompress the file.

Windows formatted files are compressed and self-extracting. Once downloaded, these self-extracting files may be run. Note that when run, the compressed file (except for the MS Access file) will produce two research files: ENTITIES and TEST DATA.

Macintosh formatted files are compressed using Winzip 7.0 and will require compression software to uncompress the file. An evaluation copy of Stuffit Expander _____ is available at no cost at <http://www.aladdinsys.com/expander/>. Note that when run, the compressed file will produce two research files: ENTITIES and TEST DATA.

- 6 Follow the directions in your application software manuals to open the file in your database, spreadsheet, or other program.
- 7 A description of the format of the ASCII, tab delimited, and the California Standards Test (STAR augmentation) and the Stanford 9 research files follows. Again, please note that except for the MS Access file, there are two research files associated with each format. The ENTITIES file contains the CDS codes and county, district, and school name for all schools. The TEST DATA file contains the state, county, district, and school Stanford 9 and the Standards Test scores for all content areas.



Sample Internet Report for California Standards and Stanford 9 Tests

State: [California](#)County: [XXXXXXXXXXXX](#)

County Code: xx

Total Number Enrolled: xxxxxx

District: [XXXXXXXXXXXXXXX](#)

District Code: xxxxx

Total Number Tested: xxxxxx

School: [XXXXXXXXXXXXXXXXXX](#)

School Code: xxxxxxxx

RESEARCH
FILE

HOME

ABOUT
SCORESCounty Index

STAR Score Summaries Report for

All Students

Total All Students Tested: xxxxx

Spring 2002

CALIFORNIA STANDARDS TEST
SCORES

	Grades									
	2	3	4	5	6	7	8	9	10	11
STAR Enrollment	XXXX	XXXX	XXXX	XXXX	XXXX	XXXX	XXXX	XXXX	XXXX	XXXX
English/Language Arts Standards	N=xxxx	N=xxxx	N=xxxx	N=xxxx	N=xxxx	N=xxxx	N=xxxx	N=xxxx	N=xxxx	N=xxx
% of Enrollment	xxx%	xxx%	xxx%	xxx%	xxx%	xxx%	xxx%	xxx%	xxx%	xxx%
Mean Scaled Score	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x
% Advanced	xxx%	xxx%	xxx%	xxx%	xxx%	xxx%	xxx%	xxx%	xxx%	xxx%
% Proficient	xxx%	xxx%	xxx%	xxx%	xxx%	xxx%	xxx%	xxx%	xxx%	xxx%
% Basic	xxx%	xxx%	xxx%	xxx%	xxx%	xxx%	xxx%	xxx%	xxx%	xxx%
% Below Basic	xxx%	xxx%	xxx%	xxx%	xxx%	xxx%	xxx%	xxx%	xxx%	xxx%
% Far Below Basic	xxx%	xxx%	xxx%	xxx%	xxx%	xxx%	xxx%	xxx%	xxx%	xxx%
Mathematics Standards	N=xxxx	N=xxxx	N=xxxx	N=xxxx	N=xxxx	N=xxxx				
% of Enrollment	xxx%	xxx%	xxx%	xxx%	xxx%	xxx%				
Mean Scaled Score	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x				
% Advanced	xxx%	xxx%	xxx%	xxx%	xxx%	xxx%				
% Proficient	xxx%	xxx%	xxx%	xxx%	xxx%	xxx%				
% Basic	xxx%	xxx%	xxx%	xxx%	xxx%	xxx%				
% Below Basic	xxx%	xxx%	xxx%	xxx%	xxx%	xxx%				
% Far Below Basic	xxx%	xxx%	xxx%	xxx%	xxx%	xxx%				
General Mathematics (Grades 8 and 9)							N=xxx	N=xxx		
% of Enrollment							xx%	xx%		
Mean Scaled Score							xxx.x	xxx.x		
% Advanced							xxx%	xxx%		
% Proficient							xxx%	xxx%		
% Basic							xxx%	xxx%		
% Below Basic							xxx%	xxx%		
% Far Below Basic							xxx%	xxx%		
Algebra I							N=xxx	N=xxx	N=xxx	N=xx
% of Enrollment							xx%	xx%	xx%	xx%
Mean Scaled Score							xxx.x	xxx.x	xxx.x	xxx.x
% Advanced							xxx%	xxx%	xxx%	xxx%
% Proficient							xxx%	xxx%	xxx%	xxx%
% Basic							xxx%	xxx%	xxx%	xxx%
% Below Basic							xxx%	xxx%	xxx%	xxx%
% Far Below Basic							xxx%	xxx%	xxx%	xxx%
Integrated 1							N=xxx	N=xxx	N=xxx	N=xx
% of Enrollment							xx%	xx%	xx%	xx%
Mean Scaled Score							xxx.x	xxx.x	xxx.x	xxx.x
% Advanced							xxx%	xxx%	xxx%	xxx%
% Proficient							xxx%	xxx%	xxx%	xxx%
% Basic							xxx%	xxx%	xxx%	xxx%
% Below Basic							xxx%	xxx%	xxx%	xxx%
% Far Below Basic							xxx%	xxx%	xxx%	xxx%



Geometry	N=xxx	N=xxx	N=xxx	N=xxx
% of Enrollment	xx%	xx%	xx%	xx%
Mean Scaled Score	xxx.x	xxx.x	xxx.x	xxx.x
% Advanced	xxx%	xxx%	xxx%	xxx%
% Proficient	xxx%	xxx%	xxx%	xxx%
% Basic	xxx%	xxx%	xxx%	xxx%
% Below Basic	xxx%	xxx%	xxx%	xxx%
% Far Below Basic	xxx%	xxx%	xxx%	xxx%
Integrated 2	N=xxx	N=xxx	N=xxx	N=xxx
% of Enrollment	xx%	xx%	xx%	xx%
Mean Scaled Score	xxx.x	xxx.x	xxx.x	xxx.x
% Advanced	xxx%	xxx%	xxx%	xxx%
% Proficient	xxx%	xxx%	xxx%	xxx%
% Basic	xxx%	xxx%	xxx%	xxx%
% Below Basic	xxx%	xxx%	xxx%	xxx%
% Far Below Basic	xxx%	xxx%	xxx%	xxx%
Algebra II	N=xxx	N=xxx	N=xxx	N=xxx
% of Enrollment	xx%	xx%	xx%	xx%
Mean Scaled Score	xxx.x	xxx.x	xxx.x	xxx.x
% Advanced	xxx%	xxx%	xxx%	xxx%
% Proficient	xxx%	xxx%	xxx%	xxx%
% Basic	xxx%	xxx%	xxx%	xxx%
% Below Basic	xxx%	xxx%	xxx%	xxx%
% Far Below Basic	xxx%	xxx%	xxx%	xxx%
Integrated 3	N=xxx	N=xxx	N=xxx	N=xxx
% of Enrollment	xx%	xx%	xx%	xx%
Mean Scaled Score	xxx.x	xxx.x	xxx.x	xxx.x
% Advanced	xxx%	xxx%	xxx%	xxx%
% Proficient	xxx%	xxx%	xxx%	xxx%
% Basic	xxx%	xxx%	xxx%	xxx%
% Below Basic	xxx%	xxx%	xxx%	xxx%
% Far Below Basic	xxx%	xxx%	xxx%	xxx%
High School (Summative) Mathematics (Grade 9-11)	N=xx	N=xxx	N=xxx	N=xxx
% of Enrollment	xx%	xx%	xx%	xx%
Mean Scaled Score	xxx.x	xxx.x	xxx.x	xxx.x
% Advanced	xxx%	xxx%	xxx%	xxx%
% Proficient	xxx%	xxx%	xxx%	xxx%
% Basic	xxx%	xxx%	xxx%	xxx%
% Below Basic	xxx%	xxx%	xxx%	xxx%
% Far Below Basic	xxx%	xxx%	xxx%	xxx%
History-Social Science Grade 9 Cumulative	N=xxxx			
% of Enrollment	xxx%			
Mean Scaled Score	xxx.x			
% Advanced	xxx%			
% Proficient	xxx%			
% Basic	xxx%			
% Below Basic	xxx%			
% Far Below Basic	xxx%			
World History		N=xxxx		
% of Enrollment		xxx%		
Mean Scaled Score		xxx.x		
% Advanced		xxx%		
% Proficient		xxx%		
% Basic		xxx%		
% Below Basic		xxx%		
% Far Below Basic		xxx%		
U.S. History				N=xxxx
% of Enrollment				xxx%



Mean Scaled Score	xxx.x
% Advanced	xxx%
% Proficient	xxx%
% Basic	xxx%
% Below Basic	xxx%
% Far Below Basic	xxx%
<hr/>	
Biology/Life Sciences	N=xxx N=xxx N=xxx
% of Enrollment	xx% xx% xx%
Mean Scaled Score	xxx.x xxx.x xxx.x
% Advanced	xxx% xxx% xxx%
% Proficient	xxx% xxx% xxx%
% Basic	xxx% xxx% xxx%
% Below Basic	xxx% xxx% xxx%
% Far Below Basic	xxx% xxx% xxx%
<hr/>	
Chemistry	N=xxx N=xxx N=xxx
% of Enrollment	xx% xx% xx%
Mean Scaled Score	xxx.x xxx.x xxx.x
% Advanced	xxx% xxx% xxx%
% Proficient	xxx% xxx% xxx%
% Basic	xxx% xxx% xxx%
% Below Basic	xxx% xxx% xxx%
% Far Below Basic	xxx% xxx% xxx%
<hr/>	
Earth Science	N=xxx N=xxx N=xxx
% of Enrollment	xx% xx% xx%
Mean Scaled Score	xxx.x xxx.x xxx.x
% Advanced	xxx% xxx% xxx%
% Proficient	xxx% xxx% xxx%
% Basic	xxx% xxx% xxx%
% Below Basic	xxx% xxx% xxx%
% Far Below Basic	xxx% xxx% xxx%
<hr/>	
Physics	N=xxx N=xxx N=xxx
% of Enrollment	xx% xx% xx%
Mean Scaled Score	xxx.x xxx.x xxx.x
% Advanced	xxx% xxx% xxx%
% Proficient	xxx% xxx% xxx%
% Basic	xxx% xxx% xxx%
% Below Basic	xxx% xxx% xxx%
% Far Below Basic	xxx% xxx% xxx%
<hr/>	
Coordinated/Integrated Sciences - Biology/Chemistry/Physics (BCP)	
% of Enrollment	xxx% xxx% xxx%
Avg. No. Correct/No. Possible	xx.x/60 xx.x/60 xx.x/60
<hr/>	
Coordinated/Integrated Sciences - Earth Science/Biology/Chemistry (EBC)	
% of Enrollment	xxx% xxx% xxx%
Avg. No. Correct/No. Possible	xx.x/60 xx.x/60 xx.x/60
<hr/>	
Coordinated/Integrated Sciences - Earth Science/Biology/Physics (EBP)	
% of Enrollment	xxx% xxx% xxx%
Avg. No. Correct/No. Possible	xx.x/60 xx.x/60 xx.x/60
<hr/>	
Coordinated/Integrated Sciences - Earth Science/Chemistry/Physics (ECP)	
% of Enrollment	xxx% xxx% xxx%
Avg. No. Correct/No. Possible	xx.x/60 xx.x/60 xx.x/60



STANFORD 9 SCORES	Grades									
	2	3	4	5	6	7	8	9	10	11
Total Reading	N=xxxx	N=xxxx	N=xxxx	N=xxxx	N=xxxx	N=xxxx	N=xxxx	N=xxxx	N=xxxx	N=xxxx
NPR for "Avg." Student Score	xxx%	xxx%	xxx%	xxx%	xxx%	xxx%	xxx%	xxx%	xxx%	xxx%
% Scoring Above 75th NPR	xxx%	xxx%	xxx%	xxx%	xxx%	xxx%	xxx%	xxx%	xxx%	xxx%
% Scoring At or Above 50th NPR	xxx%	xxx%	xxx%	xxx%	xxx%	xxx%	xxx%	xxx%	xxx%	xxx%
% Scoring Above 25th NPR	xxx%	xxx%	xxx%	xxx%	xxx%	xxx%	xxx%	xxx%	xxx%	xxx%
Mean Scaled Score	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x
Total Math	N=xxxx	N=xxxx	N=xxxx	N=xxxx	N=xxxx	N=xxxx	N=xxxx	N=xxxx	N=xxxx	N=xxxx
NPR for "Avg." Student Score	xxx%	xxx%	xxx%	xxx%	xxx%	xxx%	xxx%	xxx%	xxx%	xxx%
% Scoring Above 75th NPR	xxx%	xxx%	xxx%	xxx%	xxx%	xxx%	xxx%	xxx%	xxx%	xxx%
% Scoring At or Above 50th NPR	xxx%	xxx%	xxx%	xxx%	xxx%	xxx%	xxx%	xxx%	xxx%	xxx%
% Scoring Above 25th NPR	xxx%	xxx%	xxx%	xxx%	xxx%	xxx%	xxx%	xxx%	xxx%	xxx%
Mean Scaled Score	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x
Language	N=xxxx	N=xxxx	N=xxxx	N=xxxx	N=xxxx	N=xxxx	N=xxxx	N=xxxx	N=xxxx	N=xxxx
NPR for "Avg." Student Score	xxx%	xxx%	xxx%	xxx%	xxx%	xxx%	xxx%	xxx%	xxx%	xxx%
% Scoring Above 75th NPR	xxx%	xxx%	xxx%	xxx%	xxx%	xxx%	xxx%	xxx%	xxx%	xxx%
% Scoring At or Above 50th NPR	xxx%	xxx%	xxx%	xxx%	xxx%	xxx%	xxx%	xxx%	xxx%	xxx%
% Scoring Above 25th NPR	xxx%	xxx%	xxx%	xxx%	xxx%	xxx%	xxx%	xxx%	xxx%	xxx%
Mean Scaled Score	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x
Spelling	N=xxxx	N=xxxx	N=xxxx	N=xxxx	N=xxxx	N=xxxx	N=xxxx	N=xxxx	N=xxxx	N=xxxx
NPR for "Avg." Student Score	xxx%	xxx%	xxx%	xxx%	xxx%	xxx%	xxx%	xxx%	xxx%	xxx%
% Scoring Above 75th NPR	xxx%	xxx%	xxx%	xxx%	xxx%	xxx%	xxx%	xxx%	xxx%	xxx%
% Scoring At or Above 50th NPR	xxx%	xxx%	xxx%	xxx%	xxx%	xxx%	xxx%	xxx%	xxx%	xxx%
% Scoring Above 25th NPR	xxx%	xxx%	xxx%	xxx%	xxx%	xxx%	xxx%	xxx%	xxx%	xxx%
Mean Scaled Score	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x
Science	N=xxxx	N=xxxx	N=xxxx	N=xxxx	N=xxxx	N=xxxx	N=xxxx	N=xxxx	N=xxxx	N=xxxx
NPR for "Avg." Student Score	xxx%	xxx%	xxx%	xxx%	xxx%	xxx%	xxx%	xxx%	xxx%	xxx%
% Scoring Above 75th NPR	xxx%	xxx%	xxx%	xxx%	xxx%	xxx%	xxx%	xxx%	xxx%	xxx%
% Scoring At or Above 50th NPR	xxx%	xxx%	xxx%	xxx%	xxx%	xxx%	xxx%	xxx%	xxx%	xxx%
% Scoring Above 25th NPR	xxx%	xxx%	xxx%	xxx%	xxx%	xxx%	xxx%	xxx%	xxx%	xxx%
Mean Scaled Score	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x
Social Science	N=xxxx	N=xxxx	N=xxxx	N=xxxx	N=xxxx	N=xxxx	N=xxxx	N=xxxx	N=xxxx	N=xxxx
NPR for "Avg." Student Score	xxx%	xxx%	xxx%	xxx%	xxx%	xxx%	xxx%	xxx%	xxx%	xxx%
% Scoring Above 75th NPR	xxx%	xxx%	xxx%	xxx%	xxx%	xxx%	xxx%	xxx%	xxx%	xxx%
% Scoring At or Above 50th NPR	xxx%	xxx%	xxx%	xxx%	xxx%	xxx%	xxx%	xxx%	xxx%	xxx%
% Scoring Above 25th NPR	xxx%	xxx%	xxx%	xxx%	xxx%	xxx%	xxx%	xxx%	xxx%	xxx%
Mean Scaled Score	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x

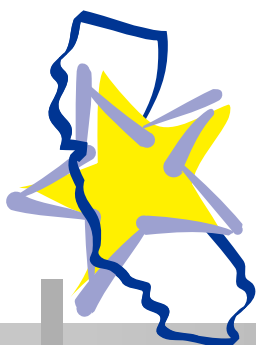
1. N = Number of Students Tested.

2. NPR stands for National Percentile Rank.

3. The National Percentile Rank is based on the mean NCE score for each group.

4. Mean scaled scores for groups in counties, districts, or schools whose student scores are based on mixed numbers of days of instruction should not be used to compare the performance of one school, district, or county with another.

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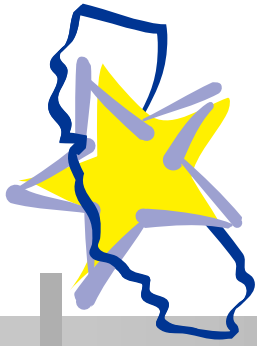


California Standards Tests and Stanford 9 Report (Internet Format)

- ◆ Designates the group being reported: state, county, district, or school
- ◆ County name and 2-digit county code are printed for county, district, and school reports
- ◆ District name and 5-digit district code are printed for district and school reports
- ◆ School name and 7-digit school code are printed for school reports
- ◆ The group for which scores are reported:
 - all students (bar includes a drop-down menu to access subgroup reports)
- ◆ Total All Students Tested is the number of tests taken by students statewide
- ◆ Total Number Enrolled
 - number of answer documents submitted — includes both tested and non-tested students
- ◆ Total Number Tested is the number of students who were given one or more tests

State: <u>California</u>			RESEARCH FILE	HOME	ABOUT SCORES
County: <u>xxxxxxxxxxx</u>	County Code: <u>xx</u>	Total Number Enrolled: <u>xxxxxx</u>	County Index <input type="button" value="Go"/>		
District: <u>xxxxxxxxxxxxxx</u>	District Code: <u>xxxxx</u>	Total Number Tested: <u>xxxxxx</u>			
School: <u>xxxxxxxxxxxxxxxxxxx</u>	School Code: <u>xxxxxxx</u>				
STAR Score Summaries Report for <u>All Students</u>					
Total All Students Tested: <u>xxxxxx</u>					



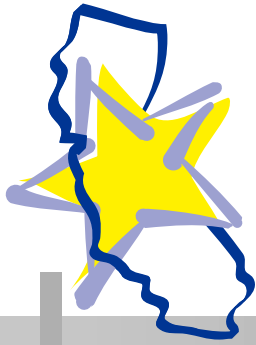


Subgroup Reports Stanford 9 and California Standards Test

- ◆ Click drop down menu for
- English learners
 - English learners Enrolled for fewer than 12 Months
 - English learners Enrolled for 12 months or more
 - English-only and Fluent-English Proficient Students
 - Female Students
 - Male Students
 - Economically disadvantaged students
 - Non-economically disadvantaged students
 - Students receiving Special Education services
 - Students not receiving Special Education Services
 - English Learners with non-standard accommodations
 - Students receiving special education services tested with non-standard accommodations

All Students





California Standards Test Report (Internet Format)

- ◆ Grade Level
- ◆ The number of answer documents submitted
- ◆ The number of tests scored for English/language arts
- ◆ Percent of students enrolled tested in English-language arts
- ◆ The mean scaled score indicates the average performance of students in English-language arts establishing a score comparable for the grade level and test across years

CALIFORNIA STANDARDS TEST SCORES

STAR Enrollment

English/Language Arts Standards

% of Enrollment
Mean Scaled Score
% Advanced
% Proficient
% Basic
% Below Basic
% Far Below Basic

2

XXXX

N=XXXXX

X%

XXX.X/XX

XX%

XX%

XX%

XX%

XX%





California Standards Test Report Performance Levels (Internet Format)

- ◆ Percent of students tested with scores in each performance level. The goal is for students to score at the proficient and advanced levels.

CALIFORNIA STANDARDS TEST SCORES

2

STAR Enrollment

XXXX

English/Language Arts Standards

N=XXXXX

% of Enrollment

X%

Mean Scaled Score

XXX.X/XX

% Advanced

XX%

% Proficient

XX%

% Basic

XX%

% Below Basic

XX%

% Far Below Basic

XX%





California Standards Test Report (Internet Format)

- ◆ Grade Level
- ◆ Percent of students, identified as being enrolled in the grade, who were tested
- ◆ The mean (average) number of questions answered correctly over the number of questions possible for Coordinated/Integrated Sciences
- ◆ No performance levels have been set for the four Coordinated/Integrated Science assessments so the information is reported only as number correct over the number possible

CALIFORNIA STANDARDS TEST SCORES

STAR Enrollment

9	10	11
XXXX	XXXX	XXXX

Coordinated/Integrated Sciences Biology/Chemistry/Physics (BCP)

% of Enrollment

Avg. No. Correct/No. Possible

xxx%	xxx%	xxx%
xx.x/xx	xx.x/xx	xx.x/xx





Stanford 9 Report (Internet Format)

- ◆ Grade level
- ◆ Number of students with valid test scores for content area
- ◆ NPR—the national percentile rank for the “average” student in the grade is the percentile rank a student would receive if the student scored at the group’s average score. This compares the average student’s score with a national sample of students tested in the same grade at approximately the same time of year.
- ◆ The percent of students who scored above 75% of the students in the national sample
- ◆ The percent of students who scored at or above 50% of the students in the national sample
- ◆ The percent of students who scored above 25% of the students in the national sample
- ◆ The average scaled score for the group

STANFORD 9 SCORES

2

Total Reading

NPR for "Avg." Student Score
 % Scoring Above 75th NPR
 % Scoring At or Above 50th NPR
 % Scoring Above 25th NPR
 Mean Scaled Score

N=XXXXXX

XX

XX

XX

XX

XXX





Downloading the SABE/2 Research Data File

Research files for the SABE/2 are available in a variety of formats, depending on the type of system that you use (Windows or Macintosh) and record formats (fixed length or tab-delimited ASCII).

1. Check your application software manuals to verify which record format best suits your needs.
2. From the STAR Test Results page (<http://star.cde.ca.gov>), click on the icon labeled “2002 SABE/2 Test Results.”
3. Scroll down to “Resources” and click the link for the file that corresponds to your system and preferred records format.
4. Click on the Summary level (state, county district, school) and subgroup (all student, gender, etc.) that meets your needs.
5. Uncompress the file.

Windows formatted files have been compressed using the ZIP format commonly used on DOS and Windows based computers, denoted by the “zip” extension to the file name. Once downloaded these self-extracting files may be run.

Macintosh formatted files are encoded using the Binhex format for transmission over the Internet. These files have also been compressed using the Stuffit format, denoted by the “sit” extension to the file name. Once you have downloaded the file in this format it must be decoded. Stuffit Expander is included with many web browsers and will decode files once they are downloaded.

6. Follow the directions in your application software manuals to open the file in your database, spreadsheet, or other program.
7. A description of the format of the fixed length or tab-delimited ASCII SABE/2 research files follows.



Downloading the SABE/2 Research Data File

SABE/2 File Layout (continued)

Starting Column	Length	Type	Data – NOTE: All data excludes Special Accommodations students.
1	2	ZN	County Code
3	5	ZN	District Code
8	7	ZN	School Code
15	20	T	County Name
35	20	T	District Name
55	20	T	School Name
75	4	4Y	Administration Cycle “2000”
79	1	N	Record Type
			4 = State
			5 = County
			6 = District
			7 = School
80	1	N	Summary Type
			1 = All Students
81	2	ZN	Grade Level
83	5	ZN	Filler
88	2	ZN	Filler
90	6	ZN	Total Number Tested
			Reading Test
96	6	N	Total Number Tested
102	5	T	Filler
107	2	T	RP of Mean RNCE (RP Rank for “average” student score)
109	3	T	Percent Scoring Above the 75th RP
112	3	T	Percent Scoring Above the 50th RP
115	3	T	Percent Above the 25th RP
			Math Test
118	6	N	Total Number Tested
124	5	T	Filler
129	2	T	RP of Mean RNCE (RP Rank for “average” student score)
131	3	T	Percent Scoring Above the 75th RP
134	3	T	Percent Scoring Above the 50th RP
137	3	T	Percent Scoring Above the 25th RP
			Language Test
140	6	N	Total Number Tested
146	5	T	Filler
151	2	T	RP of Mean RNCE (RP Rank for “average” student score)
153	3	T	Percent Scoring Above the 75th RP
156	3	T	Percent Scoring Above the 50th RP
159	3	T	Percent Scoring Above the 25th RP
			Spelling Test (Grades 2–8 only)
162	6	N	Total Number Tested
168	5	T	Filler
173	2	T	RP of Mean RNCE (RP Rank for “average” student score)
175	3	T	Percent Scoring Above the 75th RP
178	3	T	Percent Scoring Above the 50th RP
181	3	T	Percent Scoring Above the 25th RP



Sample Internet Report for SABE/2 STAR Report

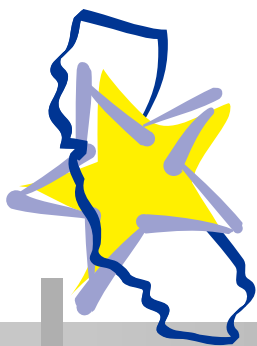
The California State Summary Report Spring 2002

SABE/2 STAR State Summary Report for All Student (Note: All data excludes Special Accommodations students.)

Total Number Tested: nnn,nnn
Data uploaded on August 29, 2002

	2	3	4	5	6	7	8	9	10	11
Total Reading	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn
RPR for "Avg." Student Score										
% Scoring Above 75th RP										
% Scoring Above 50th RP										
% Scoring Above 25th RP										
Total Mathematics	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn
RPR for "Avg." Student Score										
% Scoring Above 75th RP										
% Scoring Above 50th RP										
% Scoring Above 25th RP										
Total Language	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn
RPR for "Avg." Student Score										
% Scoring Above 75th RP										
% Scoring Above 50th RP										
% Scoring Above 25th RP										
Total Spelling	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn
RPR for "Avg." Student Score										
% Scoring Above 75th RP										
% Scoring Above 50th RP										
% Scoring Above 25th RP										

1. RPR stands for Reference Percentile Rank.
2. The RPR is based on the Mean Reference Normal Curve Equivalent (MRNCE) score for each group.



SABE/2 Report (Internet Format)

- ◆ Designates the group being reported: state, county, district or school
- ◆ Notes that students tested with non-standard accommodations are not included in the summary. Non-standard accommodations include using:
 - extra time to complete the test
 - a test booklet or answer sheet that was modified in some way
 - aids or aides, such as using a calculator, having parts of the test read aloud (other than the reading subtests), having someone mark the student's responses, having questions repeated, using markers to keep a place, etc.
- ◆ Total number of students tested with the SABE/2 across all grade levels reported
- ◆ Date the file was placed on the Internet—this date will be August 29, 2002, unless revised reports are posted

The California State Summary Report Spring 2002

SABE/2 STAR State Summary Report for All Student
(Note: All data excludes Special Accommodations students.)

Total Number Tested: nnn,nnn

Data uploaded on August 29, 2002





SABE/2 Report (Internet Format)

- ◆ RPR—the national reference group percentile for the “average” student is the percentile rank a student would receive if the student scored at the group’s average score. This compares the average student’s score with a sample of Spanish-speaking students in bilingual programs tested in the same grade at approximately the same time of year.
- ◆ The percent of students with scores above 75% of the students in the reference group sample
- ◆ The percent of students with scores above 50% of the students in the reference group sample
- ◆ The percent of students with scores above 25% of the students in the reference group sample
- ◆ Number of students tested at this grade
- ◆ Grade level

2

Total Reading

N=nnnnnn

RPR for "Avg." Student Score

% Scoring Above 75th RP

% Scoring Above 50th RP

% Scoring Above 25th RP





Sample Talking Points for Districts/County Offices of Education

- The 2002 STAR test results posted on the Internet should be viewed as preliminary. Our district testing coordinator has not yet reviewed all of the results for reporting problems that can occur in any large-scale testing program.
- STAR test results provide a snapshot of how well our students performed on one set of tests at a given time.
- The 2002 STAR Program test results for the Stanford 9 provide a five-year comparison to allow our district to measure the impact of the changes we are making in our instructional programs.
- This is the fourth year for the California Standards Tests. We have our second set of results for the California English-Language Arts, Math, History-Social Science, and Science Standards Tests that are reported according to performance levels.* Now, we can begin to relate student achievement to state academic content standards.
- We will be reviewing results of the California Standards Tests and the Stanford 9 in all subject areas and grade levels to determine if there are significant differences in achievement between what is reported for the California Standards Tests and what is reported for the Stanford 9.
- Our district is fully implementing the state's academic content standards and have purchased (will purchase) standards-based textbooks. Funds and time for meaningful staff development also are critical.
- STAR test data will be used with other achievement information to evaluate the academic achievement of our students and schools.

* (Only the 2001 English-language arts were reported on the Internet)



Sample Local News Release

“Our district’s state test results from this spring’s test administration appear to (be about the same, have improved, be somewhat lower than last year),” Superintendent _____ said today after a preliminary look at the 2002 results of the Standardized Testing and Reporting (STAR) Program.

In (March, April, May, June) students in grades 2 through 11 took part in the fifth year of testing for the state’s STAR Program. Students in grades 2 through 8 took the reading, mathematics, written expression, and spelling sections of the Stanford Achievement Test, Ninth Edition, Form T (Stanford 9). In grades 9, 10, and 11, students did not take spelling but took tests in science and history-social science.

For the fourth year, students in grades 2 through 11 also were given California Standards Tests in English-Language Arts and Mathematics that are aligned to California’s academic content standards adopted by the State Board of Education. Standards tests in history-social science and science were added in grades 9 through 11, and writing tests in grades 4 and 7 were administered for the second time. Standards tests in mathematics, in grades 8 through 11, and in science, in grades 9 through 11, were tied to courses in which students were enrolled or had completed. The other standards tests are tied to specific grade levels.

Results of all standards tests in 2002 were reported according to performance levels achieved. The five performance levels are advanced, proficient, basic, below basic, and far below basic. This is the second year that performance level results of the CSTs in English-language arts were reported.

“We are pleased to have results for the standards tests reported according to the performance levels our students achieved,” Superintendent _____ noted. “With two years of performance level data for English-language arts, we can begin to monitor growth in this area. The first year performance level results for other CSTs will allow us to establish a baseline from which to measure future growth on all the standards-based tests. Now we really can begin to relate this data to state academic content standards.”

“This year’s results of the California Standards Tests in English-language arts for our district compared to 2001 results (show a slight increase, a significant increase, remain about the same),” Superintendent _____ said. (If there appears to be significant differences between results of the Stanford 9 and the California Standards Tests, what will be done to review and/or address those differences could be described here.)

“We are continuing our implementation efforts as quickly as time, money, and the availability of textbooks and other instructional materials will allow.” (If there is significant difference between standard test scores, districts should speak to the results separately.)

– more –



Results from the California Standards Tests and the Stanford 9 will be posted on the Internet on (August 29). The superintendent noted that the Internet results should be regarded as preliminary until they have been reviewed. “Our test coordinator will be checking the results for any reporting problems,” _____ said. “We need to make sure the results are accurate before they are used.”

Once again, STAR results also are reported for groups such as boys and girls. Other group scores include those for students who are English learners, students who are English only and fluent-English-proficient, students who are economically disadvantaged, students who are not economically disadvantaged, students receiving special education services, and students not receiving special education services. All students, including those who are English learners and students in special education, were required to take the California Standards Tests and the Stanford 9.

English learners, whose first language is Spanish and who were enrolled in a California public school less than 12 months when testing began, were required to take the Spanish Assessment of Basic Education, Second Edition (SABE/2), published by CTB/McGraw-Hill. This was in addition to the California Standards Tests and the Stanford 9. SABE/2 results also are reported on the Internet as part of the STAR Program.

“We have (many, some, very few) Spanish-speaking students who were enrolled less than 12 months. While _____ percent of our district’s students are classified as English learners, _____ percent are Spanish-speaking students who were here less than 12 months. We chose (to, not to) test English learners who were enrolled 12 months or more with the SABE/2.”

This year’s reports for the California Standards Tests provide more information than we have received previously. Now that the reports include the percent of students scoring at each performance level for all content areas, we have more information about the effectiveness of the district’s efforts to implement instructional programs that focus on the state’s academic content standards. We believe that teachers and administrators will be able to use the subscores that are included on the test reports to identify specific instructional needs of students that are specifically tied to the state’s academic content standards. We hope to see the percentage of students meeting the state’s target to score at the proficient or advanced performance levels increase significantly over the next several years.

Parents/guardians and other community members with questions about the 2002 STAR results for the _____ district are encouraged to call the information hotline at _____ or contact the district office at _____. Information will be available at school sites when school opens on _____.

#



Chronology of State Testing in California

- | | | | |
|----------------|---|-------------|--|
| 1961 | • Legislation established first statewide testing program | 1991 | • Senate Bill 662 authorized establishment of California Learning Assessment System (CLAS) to develop and administer tests in grades 4, 5, 8, and 10; reauthorized the GSE |
| 1965 | • Miller-Unruh Reading Act added uniform reading tests statewide | | • GSE added biology and chemistry tests |
| | • Physical fitness testing required for all school districts | 1992 | • CAP test administered in grade 8 only |
| 1969 | • State testing reauthorized | 1993 | • CLAS assessments administered in reading, writing, and mathematics in grades 4, 8, and 10 |
| 1972 | • Assembly Bill 665 created the California Assessment Program (CAP) | 1994 | • CLAS added history-social science and science in grade 5; CLAS tests included multiple-choice and written-response questions |
| 1972–82 | • Matrix-sample tests for grades 3, 6, and 12 developed for CAP | 1994 | • Senate Bill 1273 to extend CLAS through 1999 vetoed by the Governor |
| 1983–84 | • Senate Bill 813 expanded CAP, adding grade 8 | | • Test in second-year coordinated science added to the GSE |
| | • SB 813 also established the Golden State Examination (GSE) to recognize students in grades 7–12 who demonstrate outstanding achievement in core academic subjects | 1995 | • No state testing administered in California except for the GSE |
| | • Assembly Bill 3228 mandated that physical fitness scores be reported to the state annually | | • Assembly Bill 265 reauthorized the GSE |
| 1985–86 | • History-social science and science tests added to CAP | 1995 | • Assembly Bill 265 established Pupil Testing Incentive Program (PTIP) to test students in grades 2–10 in reading, writing, and mathematics with tests from state-adopted list; required adoption of statewide content and performance standards; authorized development of Assessment of Applied Academic Skills after standards are adopted in reading, writing, mathematics, history-social science, and science in grades 4, 5, 8, and 10; re-established physical fitness testing with a state-approved test for grades 5, 7, and 9 |
| 1987 | • CAP direct writing assessments added in grades 8 and 12, requiring students to produce writing samples | | |
| | • GSE debuted first two tests in first-year algebra and geometry | | |
| 1990 | • GSE expanded to U.S. history and economics | | |
| | • CAP tests last administered as full program | | |

**1996**

- Senate Bill 430 fine-tuned the process for the development of state standards begun in AB 265
- Assembly Bill 3488 authorized the Golden State Seal Merit Diploma to recognize graduates who demonstrated mastery of high school curriculum in designated subject areas, using achievement on Golden State Examinations for eligibility
- Test in written composition added to the GSE

1997

- Senate Bill 376 replaced PTIP with Standardized Testing and Reporting (STAR) Program; required testing of all students in English with State Board-approved, nationally-normed test in reading, spelling, written expression, and mathematics in grades 2–8; in reading, writing, mathematics, history-social science, and science in grades 9–11; provided funding for testing to districts; required individual student, school, district, county, and state results
- Test in government/civics added to the GSE
- 1,418 graduates received the Golden State Diploma

1998

- Tests in reading/literature and high school mathematics added to the GSE
- State Board-adopted STAR test administered
- 2,739 graduates received Golden State Diplomas

1999

- California Standards Tests in Language Arts and Mathematics added to STAR program to address state content standards; designated test in Spanish added for LEP students
- Second-year Spanish language and physics tests added to GSE
- Development of California High School Exit Examination (CAHSEE) authorized by Senate Bill 2X
- 5,082 graduates received Golden State Diplomas

2000

- California Reading List added to STAR report
- 5,908 graduates received Golden State Diplomas

2001

- California Standards Tests (CST) in History-Social Science and Science, grades 9–11; and writing tests, grades 4 and 7, added to STAR
- Performance levels designated for CST in English-language arts
- CAHSEE administered to volunteer ninth graders
- California English Language Development Test (CELDT) administered

2002

- CAHSEE administered to all tenth graders
- CELDT completed second administration
- STAR reports redesigned to focus on CST results; performance levels designated for mathematics, history-social science, and science
- STAR program reauthorized for 2003–05